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AUTHOR Tillery, Dale
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ABSTRACT

A national survey of community college presidents collected information on campus organization and campus and community demographic data. Data from each of seven "pacesetter" states (California, Florida, Illinois, Michigan, New York, Texas and Washington) and from three groups of states (categorized by the precentage of total undergraduates enrolled in community colleges) were analyzed. Findings in the following areas are discussed: extensiveness of organizational change in community colleges; the groups most concerned about and involved in planning for change; the most popular directions of change; college characteristics; and groups who participate in the decision-making process. Nearly 40% of the presidents plan to change organizational structures by 1975. Student and community groups are seen by the presidents as having little concern for or involvement in the planning of change. Furthermore, the presidents considered interdisciplinary studies an attractive option for curriculum changes and preferred division to departmental organization. Presidents thought themselves to be the most concerned about organizational change even though they generally believe their patterns of organization are not too rigid, hierarchical, or bureaucratic. (LP)

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VARIATION AND CHANGE IN COMMUNITY COLLEGE ORGANIZATION

A Preliminary Report

Dale Tillery

Programs in Community College Education

and

Center for Research and Development
in Higher Education

JC 720 104

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

In Appreciation

Special recognition should be given to several individuals who have contributed to the Community College Organizational Change Study generally and to this preliminary report specifically. From the Junior College Leadership Program, LeRoy Olson and Gloria Walls made special contributions in conducting the study and preparing data displays. At the Center for Research and Development in Higher Education, Joe Spitzley and Denis Donovan were particularly helpful in data processing matters, and Claire Alameda in manuscript preparation. The Center's co-sponsorship of the study reflects Leland L. Medsker's recognition of the importance of the research and its potential value to community colleges in this period of educational change.

Lastly, the presidents of the vast majority of community colleges in the United States deserve particular thanks for taking time from busy schedules to answer yet another questionnaire. The graciousness and immediacy of their response to our call for information are in themselves testimony to the importance they give to the issues under study.

VARIATION AND CHANGE IN COMMUNITY COLLEGE ORGANIZATION

Dale Tillery

Change is indeed the name of the game in American higher education and nowhere more so than in the public two-year colleges. Because of their close affiliation with local communities, these colleges bear the heavy responsibility of educating an overwhelming proportion of the new students to higher education and for meeting the changing educational needs of the communities which largely support them.

Professional and popular periodicals report changes in the characteristics of student bodies, curriculum, guidance and financial assistance. On the other hand, little is known about changes which may be taking place in the organization of these colleges as they seek to make their programs and services increasingly relevant. In fact, there has been no recent study of the way these colleges traditionally structure themselves, nor of the changes which may be taking place in the organization of their instructional programs.

The Community College Organizational Study was sponsored by the Junior College Leadership Program and the Center for Research and Development in Higher Education at the University of California at Berkeley in order to facilitate better understanding of how community colleges are presently organized, and to assess the concern for and direction of change in this increasingly important segment of American higher education.

A population of 688 public two-year colleges was defined from the 1970 roster of the American Association of Junior Colleges, including public technical institutes but eliminating extension centers of state universities. The president of each of these colleges was asked to complete a survey about his campus organization and to provide essential demographic information about his campus and community. Over 79 percent of the presidents cooperated in the survey by the time of data analysis. A much higher percentage of presidents from seven pacesetter states cooperated, ranging from 96 percent for California and Michigan to 71 percent for Texas (see Table 1).

To date, the responses to each question in the survey have been analyzed for each of several control variables. First, comparative cross-tabulations have been run for each of seven pacesetter states (California, Florida, Illinois, Michigan, New York, Texas, and Washington) and for three groups of the remaining states--Group A in which 20-30 percent

of total undergraduates are in community colleges; Group B in which 10-20 percent of total undergraduates are enrolled; and Group C in which 10 percent or less are enrolled. Normative data are, of course, available across all 542 reporting colleges in the United States. Furthermore, all data have been analyzed according to the institutional size; by the age of the colleges; and, by the levels of complexity in structuring the educational program.

This preliminary report, which has been prepared for the presidents of public two-year colleges in New York gives particular attention to characteristics of the New York colleges in comparison with those of other pacesetter states and the nation's public two-year colleges generally--and to the characteristics of institutional change in these same groups of colleges. More substantial analyses and reporting of the data will be prepared for direct distribution to cooperating colleges and for publication in appropriate journals.

Organizational Change: Where, When, Who

At least 40 percent of the public two-year colleges in the United States expect to change the manner in which they organize their instructional programs. This trend is not constant for those states which have set the pace for community college development to date. It is apparent from Table 1 that less organizational change is in store for community

colleges in Florida and Washington than in the other pace-setter states and for the nation generally. On the other hand, more colleges in Michigan, New York, and Texas anticipate such changes. The proportion of such colleges in New York is higher than the national norm.

Before discussing some of the present characteristics of community college organization and the directions of preferred change, it seems important to know when such changes may take place, which campus and community groups have concern for organizational change, and the degree to which such groups are involved in planning for such change.

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Table 1 about here

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When Reorganization May Take Place

A high proportion of those colleges which anticipate reorganization of the instructional program expect to make such changes in 1970 and 1971. Nearly one-quarter of the Michigan colleges expect to reorganize this year, while 1971 is particularly a target year for New York. Table 1 also indicates that a modest proportion of California colleges anticipate reorganization each year through 1973. It is unlikely that many presidents would be able to report planned change beyond that period, and very few have done so.

TABLE 1

Community College Organizational Change Study - 1970[1]

WHEN CHANGE EXPECTED IN ORGANIZATIONAL PATTERN BY PACESETTER STATES AND OTHER STATE GROUPS[2]
(In percentages for each column)

WHEN CHANGE EXPECTED IN ORGANIZATIONAL PATTERN	Pacesetter States							Other State Groups			
	CAL (96%)	FLA (88%)	ILL (84%)	MICH (96%)	N.Y. (73%)	TEX (71%)	WASH (90%)	A (68%)	B (84%)	C (67%)	TOTAL (79%)
0. No change expected	61.0	73.9	62.5	50.0	52.0	48.1	73.1	61.4	66.1	69.2	62.0
1. 1970	11.0	13.0	18.7	23.5	8.0	0.0	11.5	12.1	10.7	11.5	11.7
2. 1971	8.5	4.3	18.7	17.6	24.0	25.9	3.8	12.9	6.3	15.4	11.7
3. 1972	8.5	8.7	0.0	8.8	16.0	14.8	3.8	6.4	8.9	0.0	7.8
4. 1973	6.1	0.0	0.0	0.0	0.0	7.4	0.0	5.0	3.6	3.8	3.7
5. 1974	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.8	0.0	.4
6. 1975	2.4	0.0	0.0	0.0	0.0	3.7	7.7	0.0	2.7	0.0	1.6
7. After 1975	2.4	0.0	0.0	0.0	0.0	0.0	0.0	2.1	0.0	0.0	1.0

[1]Percentages of cooperating public two-year colleges are shown in parentheses under each state or group of states. A population of 688 colleges was defined by the 1970 American Association of Junior Colleges roster.

[2]Percentages of total undergraduates in two-year colleges: Cal. 61.2; Fla. 52.0; Ill. 35.0; Mich. 34.2; N.Y. 30.5; Tex. 28.7; Wash. 48.6; Group A 20-30; Group B 10-20; Group C 10 or less. Total U.S.A. 29.0.

Who is Concerned for Organizational Change?

Chart 1 for all reporting public two-year colleges and Chart 2 for New York two-year colleges alone show the relationships between degree of concern for change and degree of involvement in planning for such change for each of several campus and community groups. Similar California data are shown in Chart 2a.

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Charts 1, 2, and 2a about here

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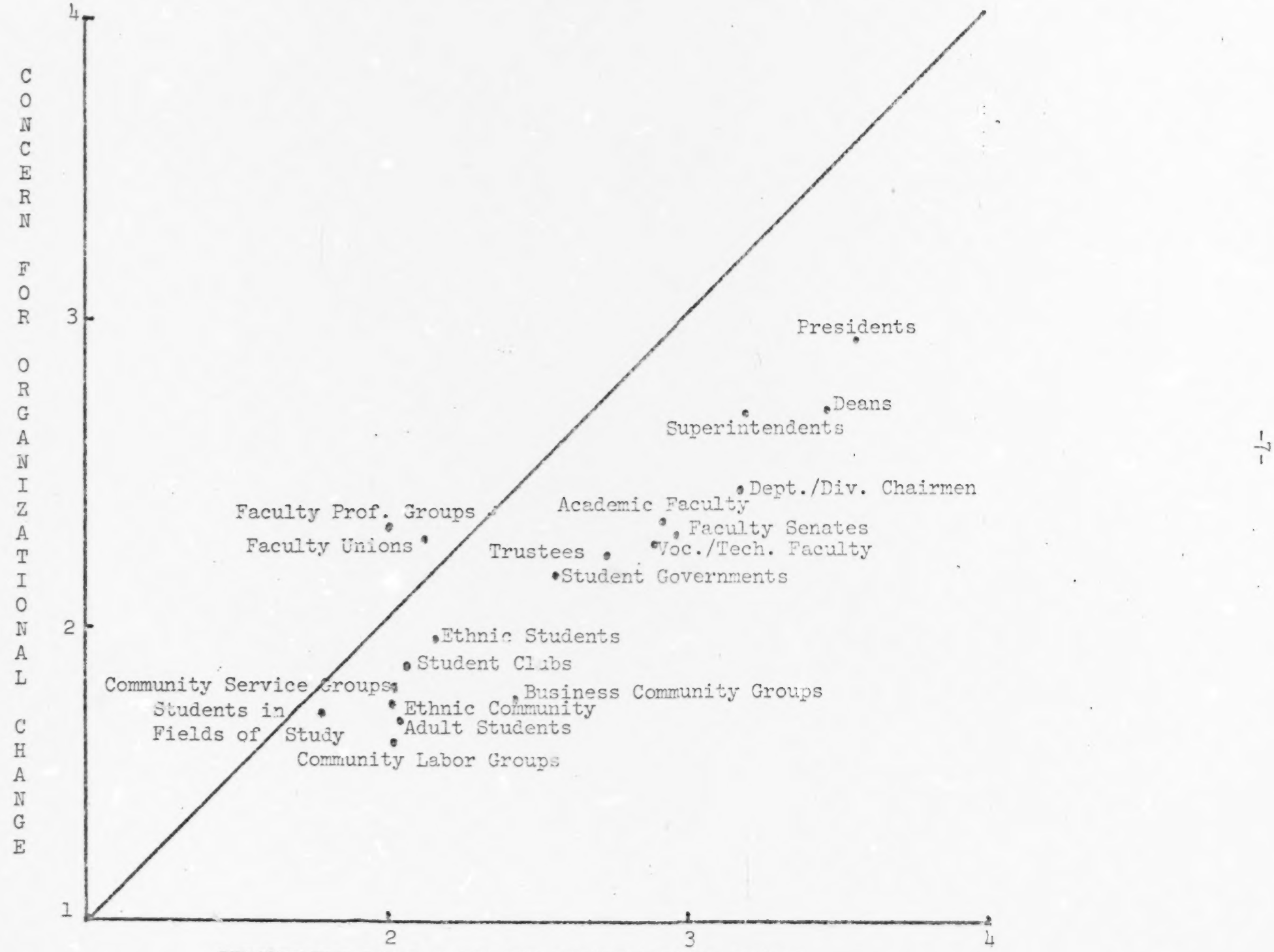
The reader can determine relative concern for the several groups by observing their vertical location on the two parallel charts. For example, presidents have the highest mean scores and are at the top of the chart. Thus, almost all presidents said they were concerned for organizational change and most said they were very much concerned. On the other hand, community labor groups were reported to be least concerned for organizational change and most presidents believed that such groups had no interest in such change. In general, then, groups located in the upper half of the chart are considered to be significantly concerned for change; those in the lower half not significantly concerned for change.

CHART 1

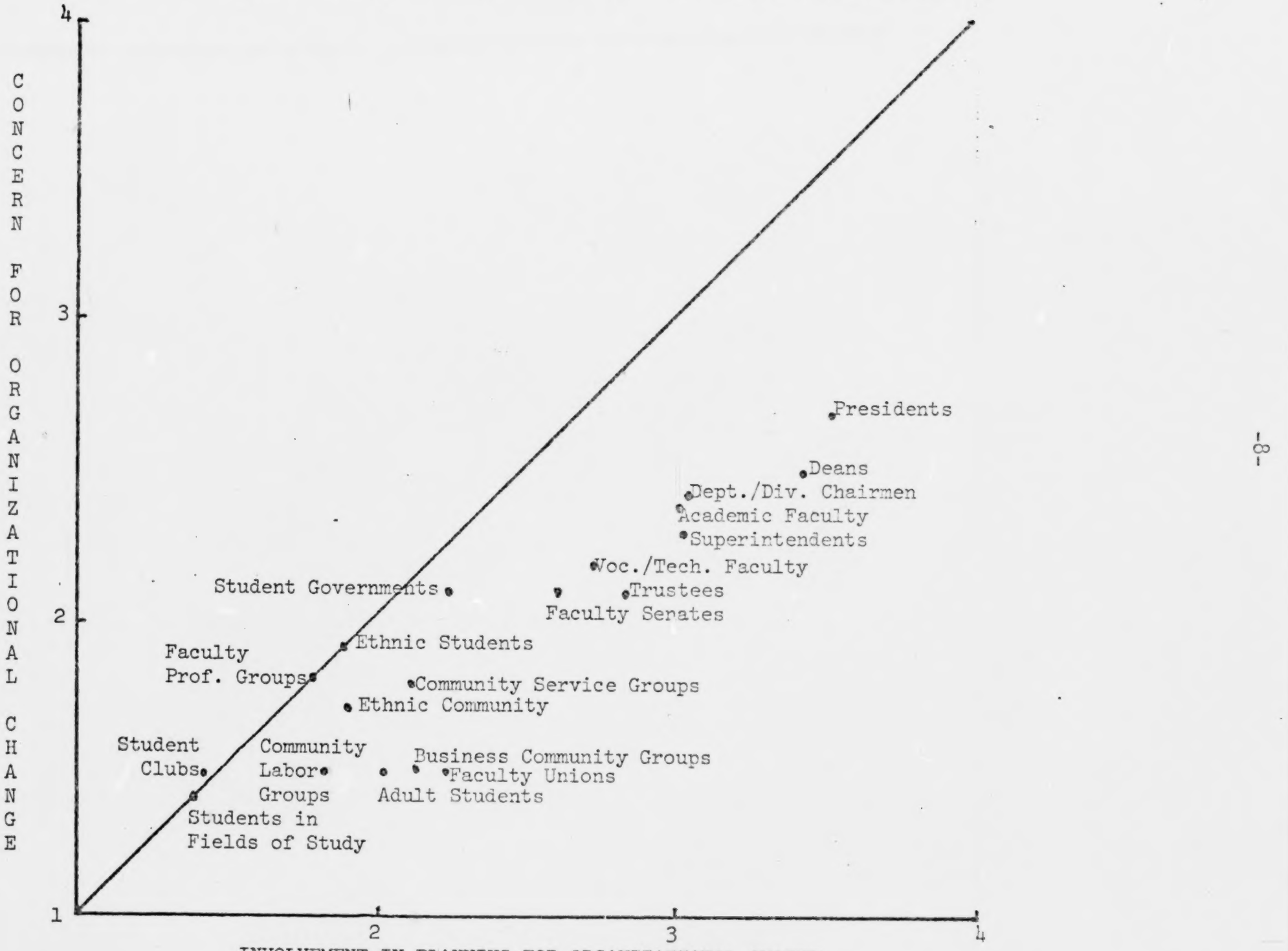
CONCERN FOR ORGANIZATIONAL CHANGE AND INVOLVEMENT IN PLANNING FOR SUCH CHANGE FOR SELECT CAMPUS AND COMMUNITY GROUPS IN AMERICAN PUBLIC TWO-YEAR COLLEGES[1]



[1]A score of 1 = none; 2 = some; 3 = quite a bit; 4 = very much. The number of cases vary by category since some presidents reported certain categories to be non-existent.

CHART 2

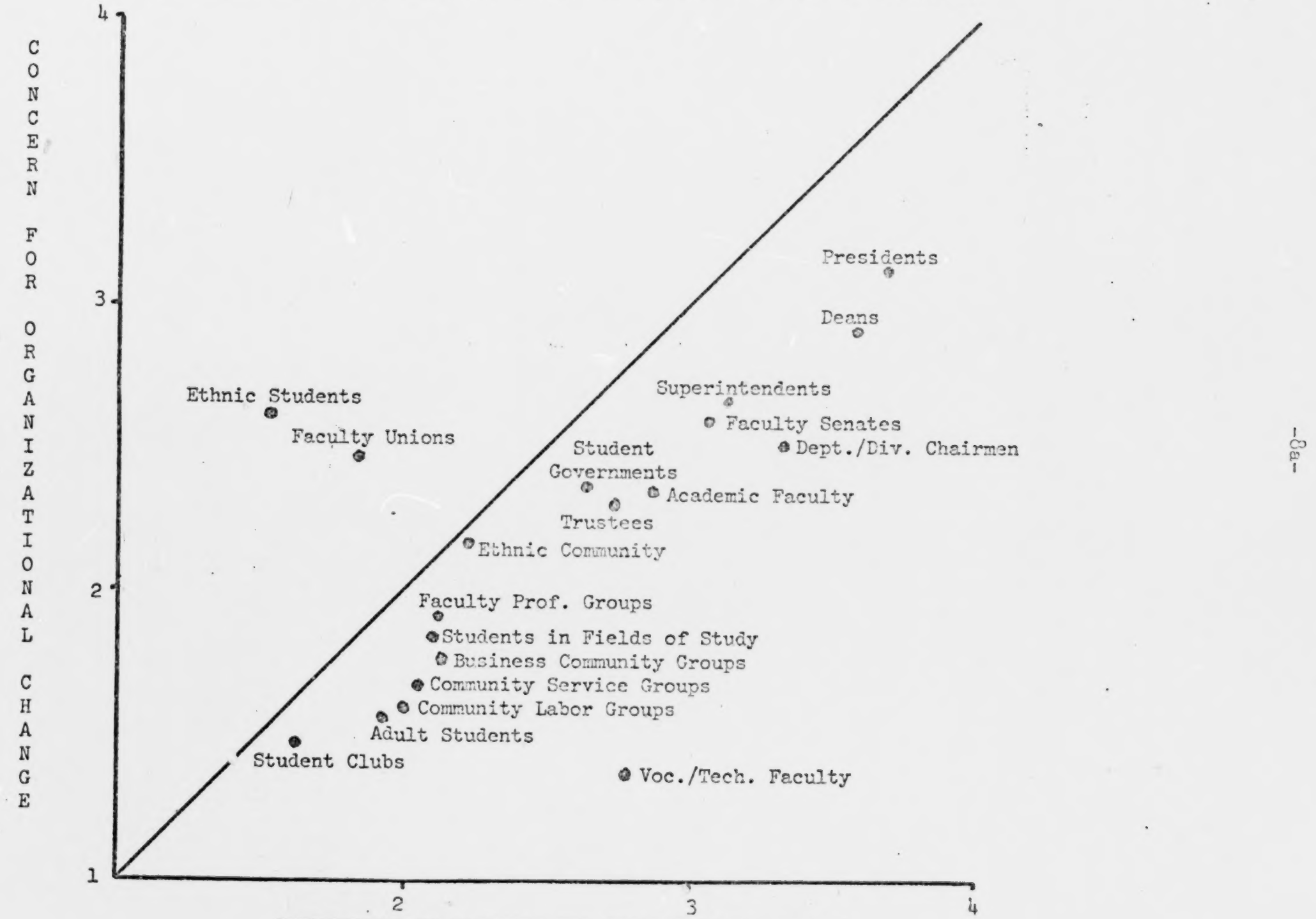
CONCERN FOR ORGANIZATIONAL CHANGE AND INVOLVEMENT IN PLANNING FOR SUCH CHANGE FOR SELECT CAMPUS AND COMMUNITY GROUPS IN NEW YORK PUBLIC TWO-YEAR COLLEGES[1]



[1]A score of 1 = none; 2 = some; 3 = quite a bit; 4 = very much. The number of cases vary by category since some presidents reported certain categories to be non-existent.

CHART 2a

CONCERN FOR ORGANIZATIONAL CHANGE AND INVOLVEMENT IN PLANNING FOR SUCH CHANGE FOR SELECT CAMPUS AND COMMUNITY GROUPS IN CALIFORNIA COMMUNITY COLLEGES[1]



[1]A score of 1 = none; 2 = some; 3 = quite a bit; 4 = very much. The number of cases vary by category since some presidents reported certain categories to be non-existent.

Nationally, administrators, trustees, and faculty groups can be identified as groups who seek change, but to different degrees. Students and community groups are those who appear to be less concerned for organizational change. Again, this relatively low concern varies in degree from group to group.

Concerns for organizational change, as reported by the New York presidents, are rather similar to those reported for the nation generally. The most noteworthy differences are the relatively low concern for change reported for faculty union groups and for faculty professional groups in the New York colleges. Furthermore, the several administrative groups--presidents, superintendents, deans, and department or division chairmen--have somewhat lower scores for concern than reported for two-year colleges in the United States. These findings are even more interesting when the New York data are compared with those of California (see Chart 2a).

In California, the situation is quite different as shown in Chart 2a. First, administrators, faculty senates, and faculty unions are relatively more concerned for change than are comparable groups in New York and nationally. Furthermore, student government groups and ethnic students were reported to be considerably more concerned than peer groups across the country. The shift is particularly apparent for ethnic students.

Two other noteworthy differences appear in the California findings when compared with findings for all U.S. community colleges: In California, the technical-vocational faculties were reported to be less concerned for change than any of the campus or community groups; and, faculty professional groups were reported to be less concerned for change than their peer groups nationally.

Who is Involved in Planning for Change?

Charts 1, 2, and 2a also serve in determining the relative involvement of campus and community groups in planning for organizational change. Again, like all the data in this report, these findings are based on the reported perceptions of college presidents and do not reflect self-reporting by the groups in question.

Those groups in the right half of Charts 1, 2, and 2a are those reported to be highly involved in planning for institutional change, while those in the left-hand quadrants were reported to be less involved in planning for change. For example, most presidents reported themselves to be very much involved. As a group, they have the highest mean score for involvement and are located at the extreme right-hand side of the charts. In contrast, students from various study fields are reported to have low involvement in planning change, a low mean score for involvement, and are located to the extreme left of the charts.

As expected, groups with official governance responsibilities--administrators, trustees, and certain faculty groups--have high involvement scores, while most student and community groups have low involvement scores. Several interesting variations of this general observation can be observed in Chart 1 for community colleges generally. First, neither faculty unions nor faculty professional groups were reported to be very much involved in the change process; whereas, business groups are the only ones from the community which seem to have much involvement in bringing about organizational change.

In New York several groups would appear to be somewhat less involved in planning for organizational change than are comparable groups nationally. The following groups have relatively low involvement scores and are located further to the left in Chart 2 than are peer groups in Chart 1: student governments, ethnic students, faculty professional groups, and faculty senates. On the other hand, when faculty unions exist, they are reported to be more involved in planning for change than are similar groups nationally and in California.

Shifting to Chart 2a for California colleges, several minor and major differences appear when the findings are compared with those for the total United States. Department/division chairmen, faculty senates, and student governments are reported to be somewhat more involved in planning for change.

But faculty unions and ethnic students appear to be less involved than are peer groups nationally. A similar shift is noted for community business groups, although they are apparently more involved than either faculty unions or ethnic students.

Relationship of Concern and Involvement

Obviously, Charts 1, 2, and 2a are intended to display the relationship between degree of concern for organizational change and degree of involvement in planning for such change. In both displays, those who by traditional logic should be concerned and involved in such matters are. On the other hand, discrepancies between degree of concern and degree of involvement are of importance to those who seek to improve the quality of communication and decision making. Thus, it is noteworthy that faculty unions (both nationally and in California) are reported to be highly concerned about change but not very much involved in planning for it. This does not appear to be the case in New York. The data from that state would suggest that college presidents do not perceive any officials or groups in the study to have greater concern for organizational change than involvement in planning for such change. This finding is reflected graphically in Chart 2 since no group is located any significant distance to the left of the diagonal line. In California, ethnic students are considered to be quite concerned but have little

involvement. A different pattern of incongruence is also shown in Chart 2a for California vocational-technical faculties. Presidents report them to be moderately involved in planning for change, but generally not very concerned about the need for change.

It seems likely that the most sensitive conflict areas in our colleges would be manifested by high concern but low involvement. It would be valuable to know how presidents feel about the discrepancies discussed above. It is one things, for example, for a president to believe it appropriate that the faculty union at his college not be involved in planning for change even though its members are deeply concerned about the need for change. It is quite another for a president to be disturbed by this incongruence and to make efforts to involve the faculty union in planning efforts.

It may be that the incongruence, where it exists, between concern and involvement for faculty unions and for ethnic students may result, in part, from confrontation strategies by the two groups to which traditional college procedures for planning and communication are not very adapted. However, some observers would claim that these groups have been excluded from institutional involvement.

Present College Structure and Anticipated Change

Conceptual Basis of Instructional Units

Nationally, and particularly in New York, the instructional programs are overwhelmingly organized according to traditional subject matter areas although the cluster of subjects may be narrowly defined (political science) or broadly defined (social sciences). Whereas 96 percent of the New York colleges are so organized, this is true of only 71 percent of all public two-year colleges. These traditional groupings of faculty and curricula are under considerable criticism and may be replaced by more interdisciplinary structures. As shown in Part B of Table 2, nearly half of the New York and total U.S. presidents reported that interdisciplinary programs would replace subject matter areas if their colleges were to reorganize. This potential shift is characteristic of all states and groups of states.

Few colleges have problem areas or career programs as a basis for organization. However, there is a reported shift from 8 percent of the nation's colleges so organized now to 17 percent if the colleges were to reorganize. These data for New York and American public two-year colleges are displayed graphically in Chart 3.

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Table 2 and Chart 3 about here

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TABLE 2

Community College Organizational Change Study - 1970[1]

PRESENT AND PREFERRED CONCEPTUAL BASIS FOR INSTRUCTIAL UNITS BY PACESETTER STATES AND OTHER STATE GROUPS[2]
(In percentages for each column)

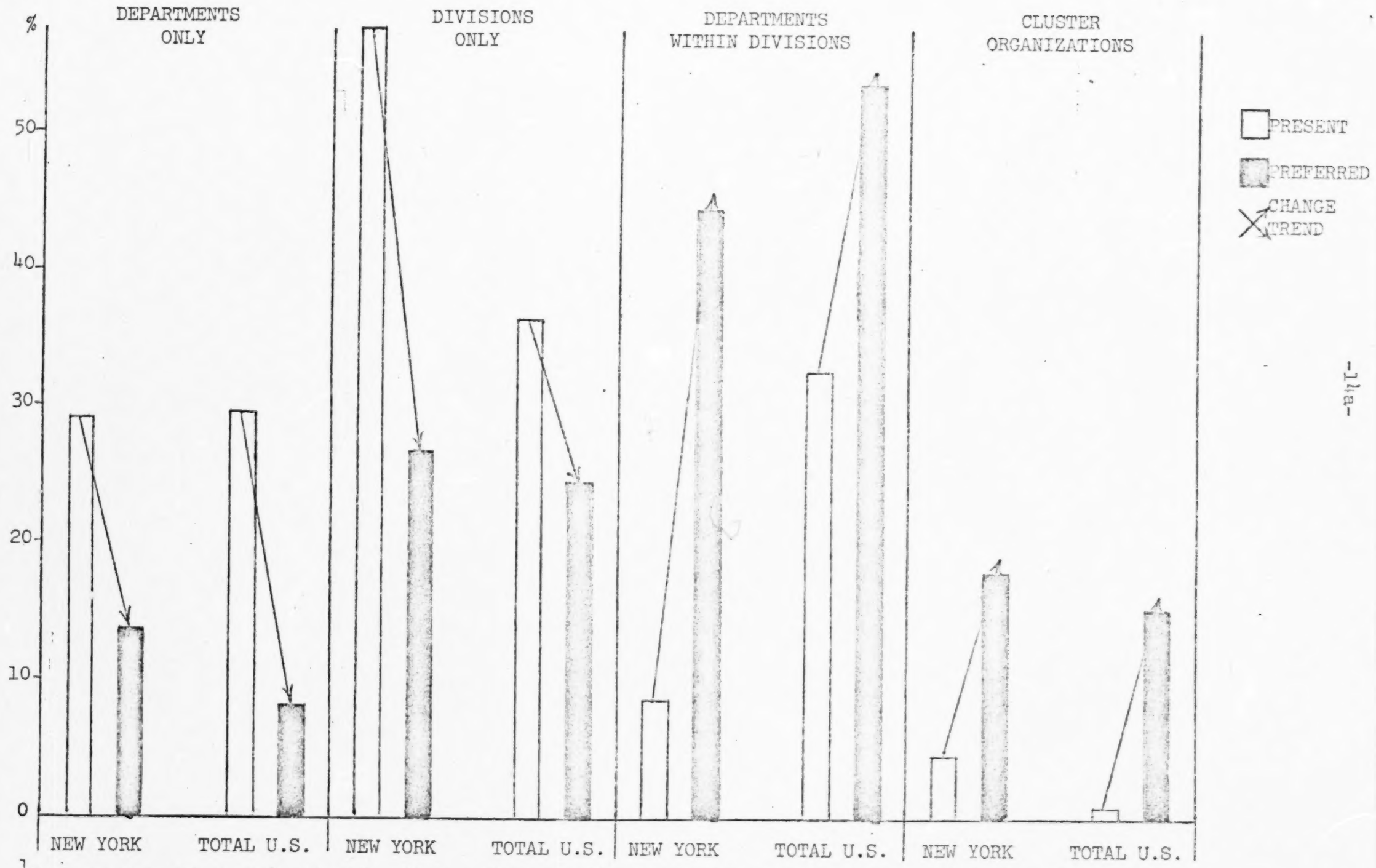
CONCEPTUAL BASIS FOR INSTRUCTIONAL UNITS	Pacesetter States							Other State Groups			
	CAL (96%)	FLA (88%)	ILL (84%)	MICH (96%)	N.Y. (73%)	TEX (71%)	WASH (90%)	A (68%)	B (84%)	C (67%)	TOTAL (79%)
A. Subject Matter Areas											
1. As now organized	81.9	81.0	100.0	76.5	95.7	59.3	85.2	57.6	72.6	50.0	71.2
2. Preferred if reorganized	26.9	16.7	7.7	8.8	38.1	13.0	37.5	26.2	28.7	32.1	25.6
B. Interdisciplinary Programs											
1. As now organized	7.2	4.8	0.0	11.8	0.0	3.7	0.0	10.1	6.0	6.7	6.8
2. Preferred if reorganized	56.4	50.0	69.2	58.8	42.9	43.5	33.3	36.1	46.3	35.7	45.4
C. Problem Areas or Career Programs											
1. As now organized	1.2	0.0	0.0	0.0	0.0	22.2	0.0	16.5	8.6	10.0	8.3
2. Preferred if reorganized	6.4	11.1	23.1	20.6	14.3	21.7	8.3	23.0	17.6	17.9	16.9

[1]Percentages of cooperating public two-year colleges are shown in parentheses under each state or group of states. A population of 688 colleges was defined by the 1970 American Association of Junior Colleges roster.

[2]Percentages of total undergraduates in two-year colleges: Cal. 61.2; Fla. 52.0; Ill. 35.0; Mich. 34.2; N.Y. 30.5; Tex. 28.7; Wash. 48.6; Group A 20-30; Group B 10-20; Group C 10 or less. Total U.S.A. 29.0.

CHART 3

PRESENT AND PREFERRED ORGANIZATIONAL PATTERNS IN NEW YORK TWO-YEAR COLLEGES AND IN PUBLIC TWO-YEAR COLLEGES IN THE UNITED STATES[1]



[1]Data on present organizational patterns from presidents of 535 two-year colleges (25 from New York); data on preferred patterns from 484 colleges (23 from New York).

Organizational Patterns

Divisions composed of several disciplinary fields are the most typical structural units of the educational programs in California's as well as the nation's community colleges. However, this pattern as shown in Table 3 is more characteristic of Illinois and New York than the other pacesetter states. If colleges were to reorganize, a high proportion of presidents reported preferences for division structures solely or with departments. Half of the presidents nationally and from California selected this combination as the preferred plan (See Table 4).

Cluster College Arrangements: Few colleges in New York or nationally have a cluster organization (mini-colleges, satellite centers, etc.). However, there is mounting interest in this new approach to collegial organization, as indicated by the data for Item 3 in Table 4. A fifth of the New York presidents (with similar ratios for most pacesetter states) reported the cluster approach to be the preferred one if reorganization were to take place. Furthermore, another one quarter of the presidents reported the cluster college arrangement to be the second most likely one if they were to reorganize.

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Tables 3, 4, and Chart 4 about here

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TABLE 3

Community College Organizational Change Study - 1970[1]

ORGANIZATIONAL PATTERN AT COLLEGE NOW BY PACESETTER STATES AND OTHER STATE GROUPS[2]
(In percentages for each column)

ORGANIZATIONAL PATTERN AT COLLEGE NOW	Pacesetter States							Other State Groups			
	CAL (96%)	FLA (88%)	ILL (84%)	MICH (96%)	N.Y. (73%)	TEX (71%)	WASH (90%)	A (68%)	B (84%)	C (67%)	TOTAL (79%)
0. Departments only	32.9	21.7	5.9	38.9	28.0	33.3	44.4	25.0	25.2	35.7	28.6
1. Divisions only	44.7	26.1	52.9	36.1	56.0	14.8	18.5	29.2	41.5	21.4	35.1
2. Departments within divisions	20.0	43.5	41.2	19.4	8.0	51.9	29.6	42.4	26.8	35.7	31.6
3. Cluster organization (satellite centers, mini-colleges, etc.)	0.0	4.3	0.0	2.8	4.0	0.0	7.4	1.4	1.6	0.0	1.7
4. Other	2.4	4.3	0.0	2.8	4.0	0.0	0.0	2.1	4.9	7.1	3.0

[1]Percentages of cooperating public two-year colleges are shown in parentheses under each state or group of states. A population of 688 colleges was defined by the 1970 American Association of Junior Colleges roster.

[2]Percentages of total undergraduates in two-year colleges: Cal. 61.2; Fla. 52.0; Ill. 35.0; Mich. 34.2; N.Y. 30.5; Tex. 28.7; Wash. 48.6; Group A 20-30; Group B 10-20; Group C 10 or less. Total U.S.A. 29.0.

TABLE 4

Community College Organizational Change Study - 1970[1]

MOST LIKELY PATTERN IF ORGANIZATION CHANGED, BY PACESETTER STATES AND OTHER STATE GROUPS[2]
(In percentages for each column)

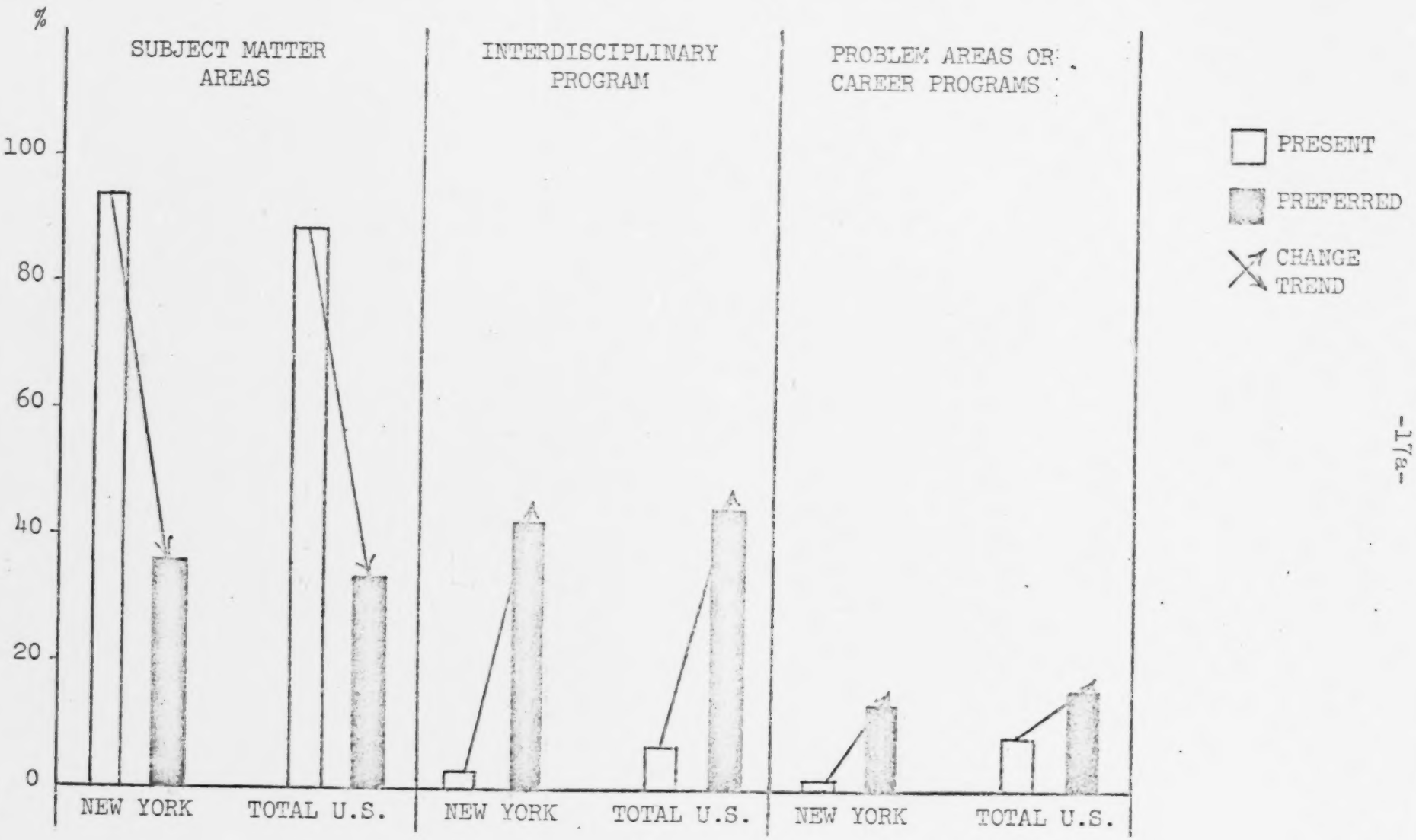
MOST LIKELY PATTERN IF ORGANIZATION CHANGED	Pacesetter States							Other State Groups			
	CAL (96%)	FLA (88%)	ILL (84%)	MICH (96%)	N.Y. (73%)	TEX (71%)	WASH (90%)	A (68%)	B (84%)	C (67%)	TOTAL (79%)
0. Departments only	3.8	4.5	6.7	2.9	13.0	3.8	13.6	10.9	7.1	17.4	8.1
1. Divisions only	23.1	13.6	53.3	17.6	26.1	23.1	22.7	22.7	22.1	34.8	23.6
2. Departments within divisions	50.0	54.5	20.0	52.9	43.5	53.8	50.0	51.6	58.4	43.5	51.4
3. Cluster organization (satellite centers, mini-colleges, etc.)	20.5	22.7	20.0	20.6	17.4	19.2	13.6	14.1	8.8	0.0	14.7
4. Other	2.6	4.5	0.0	5.9	0.0	0.0	0.0	.8	3.5	4.3	2.3

[1] Percentages of cooperating public two-year colleges are shown in parentheses under each state or group of states. A population of 688 colleges was defined by the 1970 American Association of Junior Colleges roster.

[2] Percentages of total undergraduates in two-year colleges: Cal. 61.2; Fla. 52.0; Ill. 35.0; Mich. 34.2; N.Y. 30.5; Tex. 28.7; Wash. 48.6; Group A 20-30; Group B 10-20; Group C 10 or less. Total U.S.A. 29.0.

CHART 4

PRESENT AND PREFERRED CONCEPTUAL BASES FOR ORGANIZING INSTRUCTIONAL UNITS IN NEW YORK TWO-YEAR COLLEGES AND FOR PUBLIC TWO-YEAR COLLEGES IN THE UNITED STATES[1]



[1]Data on present organization from presidents of 517 two-year colleges (23 from New York); data on preferred organization from 469 two-year colleges (21 from New York).

The Changing Role of the Department

Across the nation, as in New York, about one-third of the colleges are organized on the basis of departments only. Upon examining the data in Table 4 on the most likely arrangements if colleges reorganized, it is apparent that traditional department structures are in for considerable change. Only about half of the New York colleges would have departments at all, and only 13 percent would have departments exclusively in contrast to nearly one-third of those colleges so organized at present. In general, these apparent trends suggest either greater consolidation of the several fields of learning in community colleges or new efforts of coordination across existing departments by grouping them into larger divisions.

Number of Instructional Units

The number of instructional units (departments, divisions, etc.) is clearly related to institutional size and by implication to the comprehensiveness of the educational program, but by no means exclusively so. Some small colleges have large numbers of units and some very large colleges have few units. The issue of how many instructional units to have is increasingly a reflection of educational philosophy.

Almost 70 percent of the nation's community colleges have less than 10 instructional units, although California (like Florida, Texas, and Washington) have a high percentage of colleges

with many more units. Part A of Table 5 shows about one-third of the New York colleges to have 10 or more units and 17 percent with 16 or more. Issues of program coordination and management efficiency are brought into focus by these data. Section B of Table 5 would suggest certain solutions to these and related issues. California presidents in high proportions prefer reductions in the numbers of instructional units should they reorganize. Whereas only 14 percent of their colleges now have 6 or less units, 28 percent reported such consolidation to be preferred. In addition, the percentage of colleges with 16 or more units would be reduced from 30 percent to 11 percent. Similar trends are noted in other states.

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Table 5 about here

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Complexity of Communication and Decision-Making Structures

The most typical "decision-making" structure for two-year colleges has four levels of responsibility from faculty to chief campus administrator; namely, faculty --> department or division chairman --> dean --> chief administrator. This level of complexity is reported for 77 percent of the California colleges and for 69 percent of the public two-year colleges nationally. New York, in particular, has a higher

TABLE 5

Community College Organizational Change Study - 1970[1]

NUMBER OF INSTRUCTIONAL UNITS
BY PACESETTER STATES AND OTHER STATE GROUPS[2]
(In percentages for each column)

NUMBER OF INSTRUCTIONAL UNITS	Pacesetter States							Other State Groups			
	CAL (96%)	FLA (88%)	ILL (84%)	MICH (96%)	N.Y. (73%)	TEX (71%)	WASH (90%)	A (68%)	B (84%)	C (67%)	TOTAL (79%)
A. As now organized											
one - six	14.3	27.2	40.0	32.3	29.2	25.0	18.5	46.0	52.1	68.9	38.4
seven - nine	38.1	40.9	40.0	29.4	37.5	14.3	29.6	25.9	26.1	20.7	29.0
ten - fifteen	17.9	4.5	13.3	23.6	16.7	21.4	22.2	18.7	14.3	10.3	16.9
sixteen - over	29.8	27.2	6.7	14.6	16.7	39.3	29.6	9.3	7.5	0.0	15.7
B. Preferred if reorganized											
one - six	27.8	36.8	35.7	42.3	30.0	36.4	36.0	45.7	54.8	68.0	42.8
seven - nine	34.1	21.1	57.1	29.4	45.0	27.3	24.0	23.7	26.0	28.0	28.7
ten - fifteen	26.4	26.3	7.1	29.4	15.0	32.8	28.0	22.0	10.6	4.0	19.9
sixteen - over	11.2	15.8	0.0	8.7	10.0	4.5	12.0	8.5	8.6	0.0	8.6

[1]Percentages of cooperating public two-year colleges are shown in parentheses under each state or group of states. A population of 688 colleges was defined by the 1970 American Association of Junior Colleges roster.

[2]Percentages of total undergraduates in two-year colleges: Cal. 61.2; Fla. 52.0; Ill. 35.0; Mich. 34.2; N.Y. 30.5; Tex. 28.7; Wash. 48.6; Group A 20-30; Group B 10-20; Group C 10 or less. Total U.S.A. 29.0.

percentage of colleges with more complex structures than the above norm.

The rumored flatting of the administrative hierarchy in two-year colleges is not reflected in the data on differencies between existing and preferred hierarchies. In California, where this trend is widely reported, a number of college presidents expressed some preference for increased complexity. Because of modest differences between existing and preferred levels of responsibility, only the existing patterns are reported in Table 6.

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Table 6 about here

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Number of Administrators

Whereas the number of administrators reported for New York two-year colleges is very similar to the national norm, California community colleges have fewer administrators than do the nation's two-year public colleges generally and comparable institutions in the pacesetter states specifically. This is true even though California has a higher proportion of large institutions than any of the states. Since the number of administrators is related to institutional size, the available data are not adequate to make precise comparisons by controlling for institutional size. Nevertheless, the gross

TABLE 6

Community College Organizational Change Study - 1970[1]

NUMBER LEVELS OF RESPONSIBILITY
BY PACESETTER STATES AND OTHER STATE GROUPS[2]
(In percentages for each column)

NUMBER LEVELS OF RESPONSIBILITY	Pacesetter States							Other State Groups			
	CAL (96%)	FLA (88%)	ILL (84%)	MICH (96%)	N.Y. (73%)	TEX (71%)	WASH (90%)	A (68%)	B (84%)	C (67%)	TOTAL (79%)
0. No line of responsibility	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.7	0.0	.4
1. Faculty -- Chief Administrator	1.2	0.0	0.0	2.9	4.0	0.0	0.0	1.4	6.1	22.2	3.5
2. Faculty -- Dean -- Chief Administrator	7.2	9.1	5.9	8.8	12.0	7.4	7.7	19.1	14.8	7.4	12.6
3. Faculty -- Dept. or Div. Chairman -- Dean -- Chief Administrator	77.1	77.3	94.1	76.5	52.0	74.1	80.8	62.4	63.5	66.7	68.9
4. Faculty -- Dept. or Div. Chairman -- Ass't. Dean-- Dean -- Chief Administrator	13.3	4.5	0.0	8.8	24.0	0.0	11.5	11.3	12.2	3.7	10.6
5. Faculty -- Dept. Chairman -- Div. Chairman -- Ass't. Dean -- Dean -- Chief Administrator	1.2	9.1	0.0	2.9	8.0	18.5	0.0	5.7	1.7	0.0	4.1

[1]Percentages of cooperating public two-year colleges are shown in parentheses under each state or group of states. A population of 688 colleges was defined by the 1970 American Association of Junior Colleges roster.

[2]Percentages of total undergraduates in two-year colleges: Cal. 61.2; Fla. 52.0; Ill. 35.0; Mich. 34.2; N.Y. 30.5; Tex. 28.7; Wash. 48.6; Group A 20-30; Group B 10-20; Group C 10 or less. Total U.S.A. 29.0.

California differences in such comparisons are self-evident and would certainly be strengthened by controlling for institutional size.

By inspecting the relationship of relative institutional size across states (Table 6) to the number of FTE administrators (Tables 7-11), the "normality" of the New York colleges and the uniqueness of those in California can be seen.

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Table 7 about here

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General Administration: Although about one-third of the New York colleges reported only one FTE in general administration, this was true of over half of the California institutions. The other pacesetter states reported considerably fewer colleges with one FTE in this category of administration. Furthermore, only 11 percent of California colleges were reported to have five or more general administrators in contrast to 36 percent for New York. Florida and Texas reported over 50 percent of their colleges with five or more administrators in this category. These and related data are reported in Table 8.

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Table 8 about here

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TABLE 7

Community College Organizational Change Study - 1970[1]

TOTAL ENROLLMENT FALL 1970
BY PACESETTER STATES AND OTHER STATE GROUPS[2]
(In percentages for each column)

TOTAL ENROLLMENT FALL 1970	Pacesetter States							Other State Groups			
	CAL (96%)	FLA (88%)	ILL (84%)	MICH (96%)	N.Y. (73%)	TEX (71%)	WASH (90%)	A (68%)	B (84%)	C (67%)	TOTAL (79%)
0. 0 - less than 500	3.5	0.0	0.0	2.8	4.2	6.9	0.0	9.9	18.9	28.6	9.8
1. 500 - less 1000	9.4	17.4	0.0	2.8	20.8	10.3	14.8	39.0	23.8	17.9	21.4
2. 1000 - less 4000	27.1	47.8	55.6	66.7	29.2	48.3	70.4	38.3	51.6	50.0	44.8
3. 4000 - less 7000	22.4	21.7	38.9	13.9	20.8	17.2	7.4	7.8	3.3	3.6	12.0
4. 7000 - less 10,000	15.3	0.0	0.0	13.9	8.3	6.9	3.7	3.5	.8	0.0	5.4
5. 10,000 - less 13,000	8.2	0.0	0.0	0.0	8.3	6.9	0.0	.7	0.0	0.0	2.3
6. 13,000 or over	14.1	13.0	5.6	0.0	8.3	3.4	3.7	.7	1.6	0.0	4.3

[1]Percentages of cooperating public two-year colleges are shown in parentheses under each state or group of states. A population of 688 colleges was defined by the 1970 American Association of Junior Colleges roster.

[2]Percentages of total undergraduates in two-year colleges: Cal. 61.2; Fla. 52.0; Ill. 35.0; Mich. 34.2; N.Y. 30.5; Tex. 28.7; Wash. 48.6; Group A 20-30; Group B 10-20; Group C 10 or less. Total U.S.A. 29.0.

TABLE 8

Community College Organizational Change Study - 1970[1]

FTE GENERAL ADMINISTRATION
BY PACESETTER STATES AND OTHER STATE GROUPS[2]
(In percentages for each column)

FTE GENERAL ADMINISTRATION	Pacesetter States							Other State Groups			
	CAL (96%)	FLA (88%)	ILL (84%)	MICH (96%)	N.Y. (73%)	TEX (71%)	WASH (90%)	A (68%)	B (84%)	C (67%)	TOTAL (79%)
0	0.0	0.0	0.0	0.0	0.0	3.6	0.0	0.0	0.0	0.0	.2
1	54.8	13.6	11.1	16.7	32.0	10.7	16.0	26.8	31.1	27.6	29.4
2	20.2	13.6	61.1	22.2	16.0	10.7	20.0	21.1	22.1	20.7	21.5
3	13.1	4.5	5.6	13.9	16.0	17.9	24.0	20.4	15.6	20.7	16.4
4	1.2	9.1	11.1	16.7	0.0	3.6	12.0	7.0	9.0	10.3	7.3
5 or more	10.7	59.1	11.1	30.6	36.0	53.6	28.0	24.6	22.1	20.7	25.2

[1]Percentages of cooperating public two-year colleges are shown in parentheses under each state or group of states. A population of 688 colleges was defined by the 1970 American Association of Junior Colleges roster.

[2]Percentages of total undergraduates in two-year colleges: Cal. 61.2; Fla. 52.0; Ill. 35.0; Mich. 34.2; N.Y. 30.5; Tex. 28.7; Wash. 48.6; Group A 20-30; Group B 10-20; Group C 10 or less. Total U.S.A. 29.0.

Business Service Administration: Again the California colleges have more modestly sized business service staffs than do other pacesetter states, and when compared with the normative data for the total U.S. in Table 9. Florida and Texas again have over one-quarter of their colleges with five or more business service administrators compared to only 5 percent of California and 8 percent of New York institutions with such large staffs.

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Table 9 about here

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Other Administrators: If one ignores institutional size, the number of FTE administrators in instruction, student personnel services, and community services in New York and California are not dramatically different from the national frequencies. In each of these categories, however, Tables 10-12 show that California is less heavily staffed with administrators in its community colleges than are the other pacesetter states with the exception of Illinois which has a lower mean institutional size.

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Tables 10-12 about here

- -

TABLE 9

Community College Organizational Change Study - 1970[1]

FTE BUSINESS SERVICES ADMINISTRATION BY PACESETTER STATES AND OTHER STATE GROUPS[2]
(In percentages for each column)

FTE BUSINESS SERVICES ADMINISTRATION	Pacesetter States							Other State Groups			
	CAL (96%)	FLA (88%)	ILL (84%)	MICH (96%)	N.Y. (73%)	TEX (71%)	WASH (90%)	A (68%)	B (84%)	C (67%)	TOTAL (79%)
0	13.3	0.0	5.6	0.0	0.0	10.7	7.7	7.1	7.6	17.2	7.8
1	62.7	22.7	44.4	50.0	36.0	21.4	46.2	45.7	47.5	55.2	46.9
2	14.5	22.7	33.3	30.6	44.0	25.0	26.9	24.3	23.7	13.8	23.8
3	3.6	18.2	0.0	5.6	8.0	10.7	11.5	11.4	7.6	0.0	8.0
4	1.2	9.1	11.1	5.6	4.0	3.6	0.0	4.3	3.4	3.4	3.8
5 or more	4.8	27.3	5.6	8.3	8.0	28.6	7.7	7.1	10.2	10.3	9.7

[1]Percentages of cooperating public two-year colleges are shown in parentheses under each state or group of states. A population of 688 colleges was defined by the 1970 American Association of Junior Colleges roster.

[2]Percentages of total undergraduates in two-year colleges: Cal. 61.2; Fla. 52.0; Ill. 35.0; Mich. 34.2; N.Y. 30.5; Tex. 28.7; Wash. 48.6; Group A 20-30; Group B 10-20; Group C 10 or less. Total U.S.A. 29.0.

TABLE 10

Community College
Organizational
Change Study - 1970[1]

FTE INSTRUCTIONAL ADMINISTRATION
BY PACESETTER STATES AND OTHER STATE GROUPS[2]
(In percentages for each column)

FTE INSTRUCTIONAL ADMINISTRATION	Pacesetter States							Other State Groups			
	CAL (96%)	FLA (88%)	ILL (84%)	MICH (96%)	N.Y. (73%)	TEX (71%)	WASH (90%)	A (68%)	B (84%)	C (67%)	TOTAL (79%)
0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	.7	4.2	0.0	1.1
1	13.3	13.6	16.7	11.1	20.0	10.7	12.0	12.9	25.0	40.7	17.4
2	24.1	27.3	5.6	16.7	16.0	3.6	20.0	25.7	17.5	11.1	19.7
3	18.1	9.1	38.9	22.2	4.0	3.6	12.0	11.4	17.5	0.0	14.1
4	13.3	4.5	22.2	8.3	12.0	7.1	8.0	9.3	3.3	3.7	8.4
5 or more	31.3	45.5	16.7	41.7	48.0	75.0	48.0	40.0	32.5	44.4	39.3

[1]Percentages of cooperating public two-year colleges are shown in parentheses under each state or group of states. A population of 688 colleges was defined by the 1970 American Association of Junior Colleges roster.

[2]Percentages of total undergraduates in two-year colleges: Cal. 61.2; Fla. 52.0; Ill. 35.0; Mich. 34.2; N.Y. 30.5; Tex. 28.7; Wash. 48.6; Group A 20-30; Group B 10-20; Group C 10 or less. Total U.S.A. 29.0.

TABLE 11

Community College
Organizational
Change Study - 1970[1]

FTE STUDENT PERSONNEL ADMINISTRATION
BY PACESETTER STATES AND OTHER STATE GROUPS[2]
(In percentages for each column)

FTE STUDENT PERSONNEL ADMINISTRATION	Pacesetter States							Other State Groups			
	CAL (96%)	FLA (88%)	ILL (84%)	MICH (96%)	N.Y. (73%)	TEX (71%)	WASH (90%)	A (68%)	B (84%)	C (67%)	TOTAL (79%)
0	0.0	0.0	0.0	0.0	0.0	3.6	0.0	.7	2.5	7.1	1.3
1	19.5	18.2	11.1	19.4	24.0	10.7	19.2	22.1	24.6	57.1	22.8
2	13.4	18.2	27.8	2.8	8.0	0.0	15.4	20.0	20.5	3.6	15.4
3	25.6	13.6	33.3	19.4	8.0	10.7	15.4	22.9	10.7	14.3	18.0
4	19.5	9.1	5.6	11.1	28.0	14.3	19.2	12.9	5.7	3.6	12.3
5 or more	22.0	40.9	22.2	47.2	32.0	60.7	30.8	21.4	36.1	14.3	30.2

[1]Percentages of cooperating public two-year colleges are shown in parentheses under each state or group of states. A population of 688 colleges was defined by the 1970 American Association of Junior Colleges roster.

[2]Percentages of total undergraduates in two-year colleges: Cal. 61.2; Fla. 52.0; Ill. 35.0; Mich. 34.2; N.Y. 30.5; Tex. 28.7; Wash. 48.6; Group A 20-30; Group B 10-20; Group C 10 or less. Total U.S.A. 29.0.

TABLE 12

Community College Organizational Change Study - 1970[1]

FTE COMMUNITY SERVICES ADMINISTRATION BY PACESETTER STATES AND OTHER STATE GROUPS[2]
(In percentages for each column)

FTE COMMUNITY SERVICES ADMINISTRATION	Pacesetter States							Other State Groups			
	CAL (96%)	FLA (88%)	ILL (84%)	MICH (96%)	N.Y. (73%)	TEX (71%)	WASH (90%)	A (68%)	B (84%)	C (67%)	TOTAL (79%)
0	22.2	4.5	11.8	5.9	20.8	0.0	4.0	13.5	26.7	32.1	17.2
1	65.4	54.5	64.7	58.8	45.8	51.9	60.0	51.9	45.7	46.4	53.5
2	8.6	27.3	11.8	23.5	16.7	22.2	28.0	19.5	14.7	10.7	17.0
3	1.2	4.5	0.0	8.8	4.2	7.4	4.0	6.8	6.0	7.1	5.3
4	1.2	4.5	0.0	0.0	0.0	7.4	0.0	4.5	.9	0.0	2.2
5 or more	1.2	4.5	11.8	2.9	12.5	11.1	4.0	3.8	6.0	3.6	4.9

[1]Percentages of cooperating public two-year colleges are shown in parentheses under each state or group of states. A population of 688 colleges was defined by the 1970 American Association of Junior Colleges roster.

[2]Percentages of total undergraduates in two-year colleges: Cal. 61.2; Fla. 52.0; Ill. 35.0; Mich. 34.2; N.Y. 30.5; Tex. 28.7; Wash. 48.6; Group A 20-30; Group B 10-20; Group C 10 or less. Total U.S.A. 29.0.

Size of Administration and Governance Philosophy: Because California's modestly sized administrative staffs in community colleges are so unique, issues of philosophical and policy differences in matters of governance come into focus. First, about half of the California institutions are part of multi-campus districts which would reduce the need for certain general and business service administrative personnel at the campus level. Such district organization (which is most typical of California) should not, however, result in sharp reductions in the number of campus administrators in the other categories--particularly instruction and student personnel. It is interesting to note that of 150 colleges in the study which were reported to be in local multi-campus districts, all but a few reported that each campus in the district operated under essentially the same administrative structure. In California, 100 percent of the colleges in such districts so reported, and no college in a pacesetter state reported independence to any degree in administrative structure.

Quite apart from state differences, it seems likely that participation in the governance process by faculty members results in administrative staffs of modest size. Some of the later displays of data tend to show relatively wide sharing of administrative responsibilities in the nation's two-year colleges.

Type and Degree of Responsibility Delegated to Instructional Units

It seems evident from Charts 3, 4, and 4a that instructional units (departments, divisions, or other arrangements) have greater responsibility in decision making among New York two-year colleges than is true for the California institutions or for two-year colleges nationally. This is essentially true in all ten areas of decision making when the New York colleges are compared with the national group of two-year colleges. In comparison with California, the New York colleges are very similar regarding the responsibility of instructional units in such activities as hiring and evaluating professional staff, setting student-faculty ratios, and in establishing policies for retention and probation of students. Greater responsibility is vested in the New York instructional units for the determination of curriculum content and the selection of instructional materials, whereas the delegation of responsibility among California institutions is slightly higher in matters of budget allocation and student admission to programs.

Although there are marked institutional and state differences in the delegation of approval responsibility to instructional units, considerable advisory responsibility is characteristic of most two-year colleges. Specifically, in decisions

about admissions, probation and retention, setting minimum graduation standards, and budget allocation, the instructional units have considerable advisory responsibility, but only a few have responsibility for approval. And, finally, the least decentralized responsibility is in determination of student-staff ratios, and the setting of fees and tuition.

Trends in the Decentralization of Responsibility: There appears to be a modest trend toward increased decentralization or sharing of responsibility in a number of the decision-making areas discussed above. This trend is shown by the black bars in Charts 5, 6, and 6a which indicate increased responsibility should colleges reorganize. Two noteworthy exceptions to this generalization appear in the national findings (Chart 5); namely, responsibility for the content of curriculums and the hiring of professional staff. Most presidents believe there would be a reduction in the degree of responsibility delegated to divisions, departments, etc. were their colleges to reorganize. This possible trend is not found in the New York or California data. Although the New York and California findings promise no increase in decentralization in these two areas which many faculty see as most central to their competencies and prerogatives,

there appears to be no weakening in the tradition of shared responsibility in these states.

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Charts 5, 6, and 6a about here

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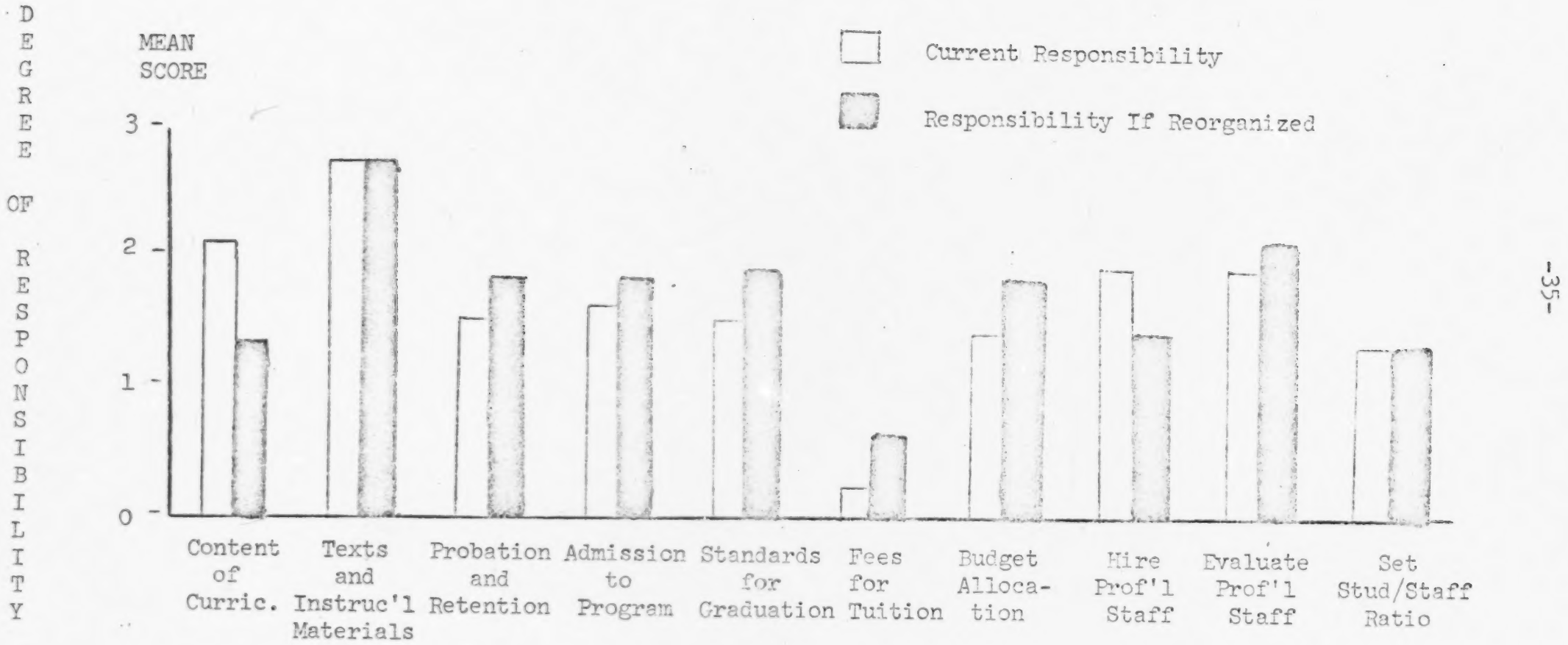
Appraisal of Present Organizational Structures

How do community college presidents appraise the organization of the instructional program at their institutions? They were asked to indicate how true certain statements were in reference to their present organizational structures. Table 13 indicates that three statements are generally true of community college organizations: 1) they facilitate effective management and decision making; 2) they facilitate cooperation in solving institutional problems; and 3) they encourage programs which meet needs of students.

Less descriptive are statements four through eight in Table 13. A general summation of these items would lead to the conclusion that presidents, generally, believe that their

CHART 5

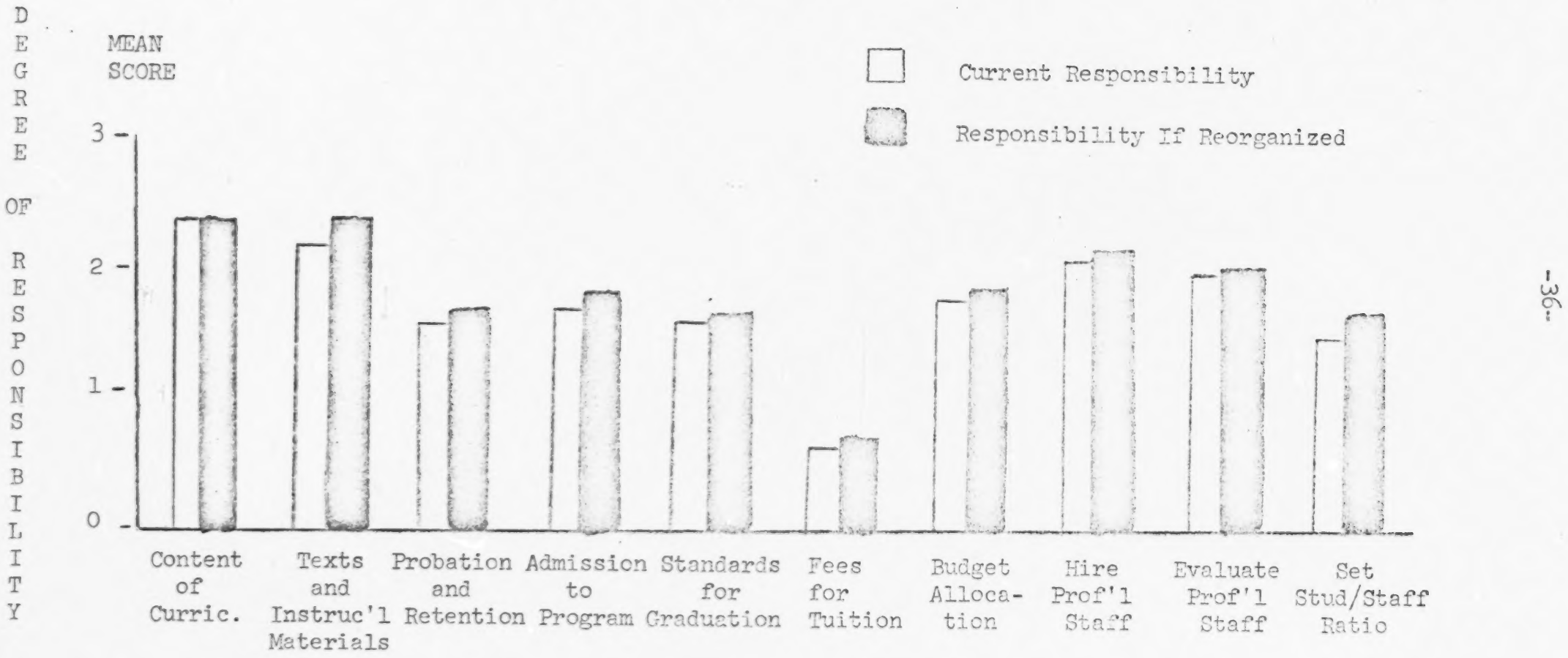
DEGREE OF RESPONSIBILITY OF INSTRUCTIONAL UNITS
IN TEN DECISION-MAKING AREAS AMONG
AMERICAN PUBLIC TWO-YEAR COLLEGES[1]



[1]These data are taken from reports by presidents of 542 public two-year colleges. Degrees of responsibility are: 0 = NONE; 1 = some responsibility to advise; 2 = considerable responsibility to advise; 3 = responsibility to approve. Instructional units refer to departments, divisions, or other organizational arrangements of the instructional program.

CHART 6

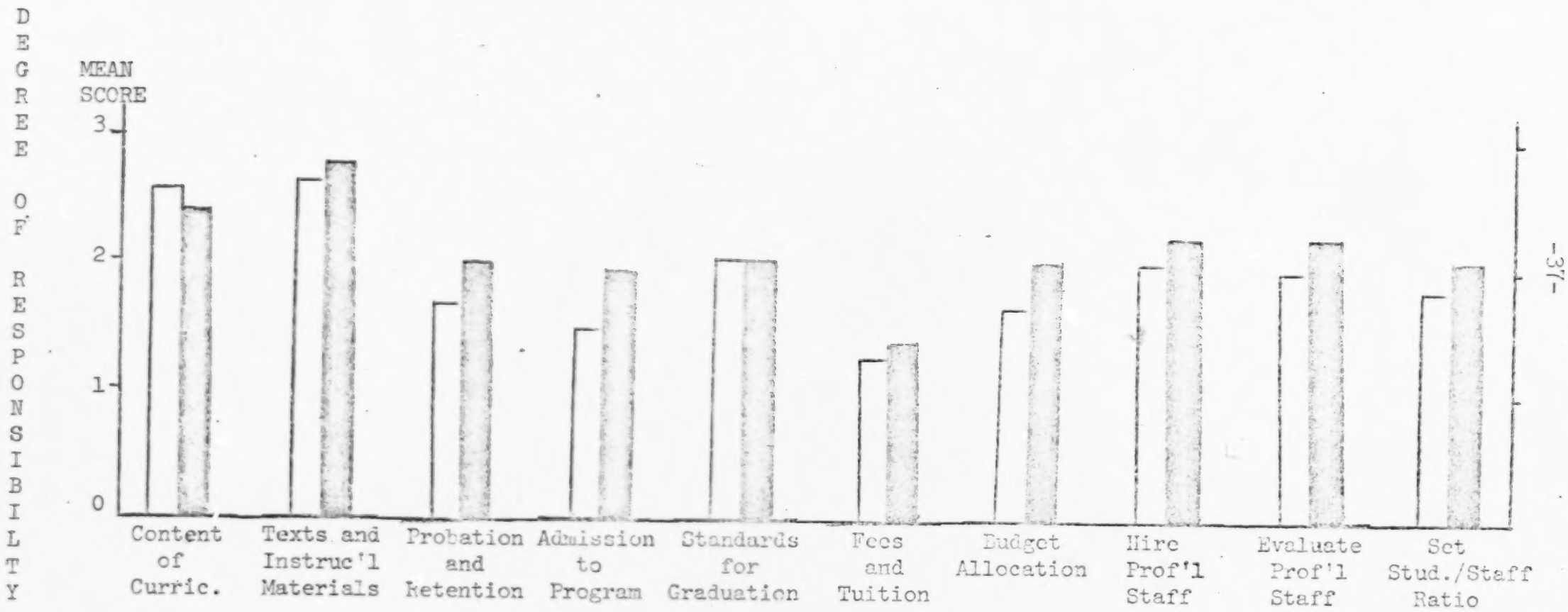
DEGREE OF RESPONSIBILITY OF INSTRUCTIONAL UNITS
IN TEN DECISION-MAKING AREAS AMONG
CALIFORNIA COMMUNITY COLLEGES[1]



[1]These data are taken from reports by presidents of 85 community colleges. Degrees of responsibility are: 0 = NONE; 1 = some responsibility to advise; 2 = considerable responsibility to advise; 3 = responsibility to approve. Instructional units refer to departments, divisions, other organizational arrangements of the instructional program.

CHART 6a

DEGREE OF RESPONSIBILITY OF INSTRUCTIONAL UNITS IN TEN DECISION-MAKING AREAS AMONG NEW YORK PUBLIC TWO-YEAR COLLEGES[1]



[1]These data are taken from reports by presidents of 85 community colleges. Degrees of responsibility are: 0 = NONE; 1 = some responsibility to advise; 2 = considerable responsibility to advise; 3 = responsibility to approve. Instructional units refer to departments, divisions, other organizational arrangements of the instructional program.

present organizations result only modestly in interdisciplinary learning, cooperation among the disciplines, and concern for students rather than over-concern for the disciplines. The structures tend to satisfy those faculty members who are more interested in their own disciplines rather than the affairs of the college.

Finally, most presidents seem convinced that their organizations are neither too hierarchical nor too bureaucratic for community colleges, nor are they too rigid in view of changing student needs.

There is some indication that more presidents of young institutions believe that their organizations are too rigid, too hierarchical, and too bureaucratic than do presidents of old institutions. Furthermore, more presidents of very large institutions see their organization as too rigid and too hierarchical than do presidents of small colleges.

Tables 15 to 25 in the Appendix provide comparative information about each evaluative statement as reported for the seven pacesetter states, institutional groups A, B, and C, and for the total United States.

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Table 13 about here

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TABLE 13

Community College
Organizational
Change Study - 1970

CHARACTERISTICS OF THE CURRENT ORGANIZATION OF THE INSTRUCTIONAL PROGRAM AS REPORTED BY PRESIDENTS OF CALIFORNIA AND THE NATION'S PUBLIC TWO-YEAR COLLEGES[1]

DO PRESIDENTS BELIEVE THE FOLLOWING TO BE DESCRIPTIVE OF THEIR COLLEGES?		Mean Value of Characteristic[2] (Scale of 0 - 3) Total U.S.
YES	1.	Facilitates effective management and decision making	1.9
	2.	Facilitates faculty cooperation in solving institutional problems	1.8
	3.	Encourages programs which meet needs of students	2.4
SOMEWHAT	4.	Results in cooperation among disciplines	1.7
	5.	Facilitates setting priorities which serve students	1.7
	6.	Most satisfying to faculty who are interested in their discipline rather than affairs of the college	1.4
	7.	Encourages faculty concern for students rather than overconcern for discipline	1.5
	8.	Encourages interdisciplinary approach to learning	1.4
NO	9.	Too rigid in view of changing student needs	.8
	10.	Too hierarchical for a community college	.3
	11.	Too beauracratic for a community college	.3

[1]These data are taken from reports by presidents of 85 California and 542 presidents nationally of public two-year colleges. Instructional units refer to departments, divisions, or other organizational arrangements of the instructional program.

[2]Means were computed from frequencies to the following categories: 0 = not true at all; 1 = somewhat true;

Summary

How Extensive is Organizational Change in Community Colleges?

Nearly 40 percent of American public two-year colleges plan to change organizational structures by 1975. The target years for anticipated change are 1970-1973. Generally, the higher the development of community college education (as measured by percentage of total undergraduates), the greater the expectation for change. Among the pacesetter states, Texas, Michigan, and New York are most likely to change organizationally, while Florida and Washington are least likely to change.

What Groups are Most Concerned for Change?

Presidents of community colleges have most concern for organizational change, followed by other groups with formal governance responsibilities. These groups include deans, superintendents, department/division chairmen, academic senates, academic faculties, and trustees in that order. In addition, faculty unions and faculty professional groups are also concerned for change. Generally, community and student groups are reported to be less concerned for change than the above groups.

California has some notable variations from this normative picture. First, degrees of concern for change are somewhat accentuated for many groups. More importantly, faculty unions

and, at times, students are much more concerned than their peer groups nationally. In contrast, vocational-technical faculties are reported to be much less concerned for change than their peers generally.

Who Gets Involved in Planning for Change?

Those groups with formal responsibility are most extensively involved in planning--namely, administrators, faculty governance groups, and trustees. Most student groups (other than student government) and community groups have little involvement in the process of planning for change. An interesting exception nationally is community business groups, although this is not true in California. Faculty unions and faculty professional groups represent sensitive loci of incongruence between degree of concern for change and involvement in planning for it. In some states, ethnic student groups show similar incongruence.

What are the Most Prominent Directions of Organizational Change?

Interdisciplinary structures are clearly preferred to traditional subject matter areas, and the department is no longer the preferred pattern of organization. Nevertheless, departments seem to have new credibility when conceived as subordinate units to more broadly conceived divisions. Nevertheless, there is great interest across the country in interdisciplinary programs and half or more of the presidents in the various states and state groups being reported prefer such a conceptual basis for organization.

It is, perhaps, to be expected that as a result of such preference, there is also interest in reducing the number of instructional units. This is particularly important in California, Texas, and Washington where there are high proportions of colleges with 16 or more instructional units. Over 70 percent of the nation's community college presidents prefer less than 10 units.

What Characteristics do the Presidents Ascribe to Their Colleges?

Generally, the presidents believe their patterns of organization are neither too rigid, hierarchical, nor bureaucratic. Rather, they tend to facilitate effective management, faculty cooperation, and to serve the needs of students. They do not as adequately result in interdisciplinary learning, cooperation among disciplines, and the placing of student interests above faculty interests. In spite of this rather favorable appraisal, presidents are the ones who seem most concerned for organizational change.

Who Gets Involved in Decision-Making?

There is wide participation in decision-making, although in most matters the instructional units have advisory power. Nevertheless, in matters of curriculum content and instructional materials, approval authority rests at the division or department levels.

Additional Analyses

The data lend themselves to rigorous analyses of the relative contribution of various groups to imminent organizational change. Such multivariate analyses will be done in the near future. Following consultations with groups of community college leaders, more interpretive reporting of the findings in this preliminary report and related findings will be published.

APPENDIX

Tables 15-25

TABLE 15

Community College Organizational Change Study - 1970[1]

PRESENT ORGANIZATIONAL STRUCTURE
BY PACESETTER STATES AND OTHER STATE GROUPS[2]
(In percentages for each column)

PRESENT ORGANIZATIONAL STRUCTURE	Pacesetter States							Other State Groups			
	CAL (96%)	FLA (88%)	ILL (84%)	MICH (96%)	N.Y. (73%)	TEX (71%)	WASH (90%)	A (68%)	B (84%)	C (67%)	TOTAL (79%)
Encourages Interdisciplinary Approach to Learning											
0. Not at all true	13.1	21.7	6.3	14.7	12.5	18.5	16.0	6.4	5.9	10.7	10.2
1. Somewhat true	60.7	39.1	75.0	67.6	50.0	70.4	40.0	49.3	41.5	46.4	51.4
2. Generally true	19.0	34.8	12.5	11.8	29.2	11.1	32.0	34.3	42.4	39.3	30.3
3. Very true	7.1	4.3	6.3	5.9	8.3	0.0	12.0	10.0	10.2	3.6	8.1

[1] Percentages of cooperating public two-year colleges are shown in parentheses under each state or group of states. A population of 688 colleges was defined by the 1970 American Association of Junior Colleges roster.

[2] Percentages of total undergraduates in two-year colleges: Cal. 61.2; Fla. 52.0; Ill. 35.0; Mich. 34.2; N.Y. 30.5; Tex. 28.7; Wash. 48.6; Group A 20-30; Group B 10-20; Group C 10 or less. Total U.S.A. 29.0.

TABLE 16

Community College Organizational Change Study - 1970[1]

PRESENT ORGANIZATIONAL STRUCTURE
BY PACESETTER STATES AND OTHER STATE GROUPS[2]
(In percentages for each column)

PRESENT ORGANIZATIONAL STRUCTURE	Pacesetter States							Other State Groups			
	CAL (96%)	FLA (88%)	ILL (84%)	MICH (96%)	N.Y. (73%)	TEX (71%)	WASH (90%)	A (68%)	B (84%)	C (67%)	TOTAL (79%)
Facilitates Faculty Co-operation in Solving Institutional Problems											
0. Not at all true	1.2	8.7	0.0	2.9	8.3	7.4	8.0	4.3	2.5	0.0	3.7
1. Somewhat true	35.7	30.4	25.0	52.9	29.2	44.4	12.0	17.7	25.4	28.6	27.7
2. Generally true	44.0	47.8	62.5	26.5	41.7	40.7	48.0	58.9	51.7	60.7	50.2
3. Very true	19.0	13.0	12.5	17.6	20.8	7.4	32.0	19.1	20.3	10.7	18.5

67
69

[1] Percentages of cooperating public two-year colleges are shown in parentheses under each state or group of states. A population of 688 colleges was defined by the 1970 American Association of Junior Colleges roster.

[2] Percentages of total undergraduates in two-year colleges: Cal. 61.2; Fla. 52.0; Ill. 35.0; Mich. 34.2; N.Y. 30.5; Tex. 28.7; Wash. 48.6; Group A 20-30; Group B 10-20; Group C 10 or less. Total U.S.A. 29.0.

TABLE 17

Community College Organizational Change Study - 1970[1]

PRESENT ORGANIZATIONAL STRUCTURE
BY PACESETTER STATES AND OTHER STATE GROUPS[2]
(In percentages for each column)

PRESENT ORGANIZATIONAL STRUCTURE	Pacesetter States							Other State Groups			
	CAL (96%)	FLA (88%)	ILL (84%)	MICH (96%)	N.Y. (73%)	TEX (71%)	WASH (90%)	A (68%)	B (84%)	C (67%)	TOTAL (79%)
Results in Cooperation Among Disciplines											
0. Not at all true	0.0	13.0	6.3	5.9	8.3	3.7	4.0	2.8	3.4	0.0	3.5
1. Somewhat true	48.8	30.4	43.7	55.9	33.3	33.3	36.0	34.8	30.5	32.1	37.3
2. Generally true	46.4	47.8	43.7	32.4	45.8	63.0	48.0	48.9	55.9	57.1	49.8
3. Very true	4.8	8.7	6.3	5.9	12.5	0.0	12.0	13.5	10.2	10.7	9.4

C7
C3

[1] Percentages of cooperating public two-year colleges are shown in parentheses under each state or group of states. A population of 688 colleges was defined by the 1970 American Association of Junior Colleges roster.

[2] Percentages of total undergraduates in two-year colleges: Cal. 61.2; Fla. 52.0; Ill. 35.0; Mich. 34.2; N.Y. 30.5; Tex. 28.7; Wash. 48.6; Group A 20-30; Group B 10-20; Group C 10 or less. Total U.S.A. 29.0.

TABLE 18

Community College Organizational Change Study - 1970[1]

PRESENT ORGANIZATIONAL STRUCTURE
BY PACESETTER STATES AND OTHER STATE GROUPS[2]
(In percentages for each column)

PRESENT ORGANIZATIONAL STRUCTURE	Pacesetter States							Other State Groups			
	CAL (96%)	FLA (88%)	ILL (84%)	MICH (96%)	N.Y. (73%)	TEX (71%)	WASH (90%)	A (68%)	B (84%)	C (67%)	TOTAL (79%)
Too Rigid in View of Changing Needs of Students											
0. Not at all true	38.1	56.5	12.5	27.3	54.2	29.6	64.0	44.7	44.1	53.6	43.0
1. Somewhat true	46.4	26.1	62.5	39.4	29.2	44.4	24.0	38.3	41.5	39.3	39.9
2. Generally true	13.1	4.3	12.5	21.2	12.5	18.5	4.0	14.2	11.0	3.6	12.3
3. Very true	2.4	13.0	12.5	12.1	4.2	7.4	8.0	2.8	3.4	3.6	4.8

[1]Percentages of cooperating public two-year colleges are shown in parentheses under each state or group of states. A population of 688 colleges was defined by the 1970 American Association of Junior Colleges roster.

[2]Percentages of total undergraduates in two-year colleges: Cal. 61.2; Fla. 52.0; Ill. 35.0; Mich. 34.2; N.Y. 30.5; Tex. 28.7; Wash. 48.6; Group A 20-30; Group B 10-20; Group C 10 or less. Total U.S.A. 29.0.

TABLE 19

Community College Organizational Change Study - 1970[1]

PRESENT ORGANIZATIONAL STRUCTURE
BY PACESETTER STATES AND OTHER STATE GROUPS[2]
(In percentages for each column)

PRESENT ORGANIZATIONAL STRUCTURE	Pacesetter States							Other State Groups			
	CAL (96%)	FLA (88%)	ILL (84%)	MICH (96%)	N.Y. (73%)	TEX (71%)	WASH (90%)	A (68%)	B (84%)	C (67%)	TOTAL (79%)
Most Satisfying to Faculty Who Are Interested in Their Discipline Rather Than The Affairs of The College											
0. Not at all true	20.2	13.0	18.7	11.8	29.2	11.1	12.0	17.8	24.6	22.2	19.3
1. Somewhat true	28.6	34.8	56.2	41.2	37.5	44.4	40.0	34.8	38.1	48.1	37.2
2. Generally true	36.9	21.7	12.5	26.5	20.8	37.0	36.0	34.8	28.8	14.8	30.4
3. Very true	14.3	30.4	12.5	20.6	12.5	7.4	12.0	12.6	8.5	14.8	13.1

[1]Percentages of cooperating public two-year colleges are shown in parentheses under each state or group of states. A population of 688 colleges was defined by the 1970 American Association of Junior Colleges roster.

[2]Percentages of total undergraduates in two-year colleges: Cal. 61.2; Fla. 52.0; Ill. 35.0; Mich. 34.2; N.Y. 30.5; Tex. 28.7; Wash. 48.6; Group A 20-30; Group B 10-20; Group C 10 or less. Total U.S.A. 29.0.

TABLE 20

Community College Organizational Change Study - 1970[1]

PRESENT ORGANIZATIONAL STRUCTURE
BY PACESETTER STATES AND OTHER STATE GROUPS[2]
(In percentages for each column)

PRESENT ORGANIZATIONAL STRUCTURE	Pacesetter States							Other State Groups			
	CAL (96%)	FLA (88%)	ILL (84%)	MICH (96%)	N.Y. (73%)	TEX (71%)	WASH (90%)	A (68%)	B (84%)	C (67%)	TOTAL (79%)
Too Hierarchical for A Community College											
0. Not at all true	62.7	60.9	37.5	44.1	58.3	48.1	88.0	65.5	68.6	62.1	63.0
1. Somewhat true	26.5	21.7	43.7	35.3	29.2	37.0	8.0	24.6	22.9	17.2	25.3
2. Generally true	7.2	4.3	12.5	14.7	4.2	14.8	0.0	7.0	6.8	6.9	7.5
3. Very true	3.6	13.0	6.3	5.9	8.3	0.0	4.0	2.8	1.7	13.8	4.2

[1]Percentages of cooperating public two-year colleges are shown in parentheses under each state or group of states. A population of 688 colleges was defined by the 1970 American Association of Junior Colleges roster.

[2]Percentages of total undergraduates in two-year colleges: Cal. 61.2; Fla. 52.0; Ill. 35.0; Mich. 34.2; N.Y. 30.5; Tex. 28.7; Wash. 48.6; Group A 20-30; Group B 10-20; Group C 10 or less. Total U.S.A. 29.0.

TABLE 21

Community College Organizational Change Study - 1970[1]

PRESENT ORGANIZATIONAL STRUCTURE
BY PACESETTER STATES AND OTHER STATE GROUPS[2]
(In percentages for each column)

PRESENT ORGANIZATIONAL STRUCTURE	Pacesetter States							Other State Groups			
	CAL (96%)	FLA (88%)	ILL (84%)	MICH (96%)	N.Y. (73%)	TEX (71%)	WASH (90%)	A (68%)	B (84%)	C (67%)	TOTAL (79%)
Too Bureaucratic for A Community College											
0. Not at all true	59.5	73.9	43.7	50.0	54.2	55.6	80.0	66.7	67.8	67.9	63.8
1. Somewhat true	34.5	4.3	43.7	35.3	33.3	29.6	16.0	23.4	25.4	17.9	26.3
2. Generally true	4.8	4.3	12.5	11.8	4.2	14.8	0.0	6.4	5.1	7.1	6.3
3. Very true	1.2	17.4	0.0	2.9	8.3	0.0	4.0	3.5	1.7	7.1	3.5

[1]Percentages of cooperating public two-year colleges are shown in parentheses under each state or group of states. A population of 688 colleges was defined by the 1970 American Association of Junior Colleges roster.

[2]Percentages of total undergraduates in two-year colleges: Cal. 61.2; Fla. 52.0; Ill. 35.0; Mich. 34.2; N.Y. 30.5; Tex. 28.7; Wash. 48.6; Group A 20-30; Group B 10-20; Group C 10 or less. Total U.S.A. 29.0.

TABLE 22

Community College Organizational Change Study - 1970[1]

PRESENT ORGANIZATIONAL STRUCTURE
BY PACESETTER STATES AND OTHER STATE GROUPS[2]
(In percentages for each column)

PRESENT ORGANIZATIONAL STRUCTURE	Pacesetter States							Other State Groups			
	CAL (96%)	FLA (88%)	ILL (84%)	MICH (96%)	N.Y. (73%)	TEX (71%)	WASH (90%)	A (68%)	B (84%)	C (67%)	TOTAL (79%)
Facilitates Effective Management and Decision Making											
0. Not at all true	1.2	4.3	0.0	8.8	4.2	7.4	4.2	2.1	.8	3.6	2.7
1. Somewhat true	22.6	8.7	43.7	29.4	33.3	25.9	16.7	23.6	22.9	22.4	23.7
2. Generally true	58.3	69.6	43.7	52.9	50.0	63.0	58.3	58.6	57.6	71.4	58.5
3. Very true	17.9	17.4	12.5	8.8	12.5	3.7	20.8	15.7	18.6	3.6	15.1

[1]Percentages of cooperating public two-year colleges are shown in parentheses under each state or group of states. A population of 688 colleges was defined by the 1970 American Association of Junior Colleges roster.

[2]Percentages of total undergraduates in two-year colleges: Cal. 61.2; Fla. 52.0; Ill. 35.0; Mich. 34.2; N.Y. 30.5; Tex. 28.7; Wash. 48.6; Group A 20-30; Group B 10-20; Group C 10 or less. Total U.S.A. 29.0.

TABLE 23

Community College Organizational Change Study - 1970[1]

PRESENT ORGANIZATIONAL STRUCTURE
BY PACESETTER STATES AND OTHER STATE GROUPS[2]
(In percentages for each column)

PRESENT ORGANIZATIONAL STRUCTURE	Pacesetter States							Other State Groups			
	CAL (96%)	FLA (88%)	ILL (84%)	MICH (96%)	N.Y. (73%)	TEX (71%)	WASH (90%)	A (68%)	B (84%)	C (67%)	TOTAL (79%)
Encourages Faculty Concern for Students Rather Than Over-concern for Their Disciplines											
0. Not at all true	15.5	13.0	12.5	11.8	16.7	7.4	8.0	8.6	6.0	7.1	9.9
1. Somewhat true	38.1	26.1	43.7	44.1	33.3	33.3	12.0	24.5	29.9	28.6	30.4
2. Generally true	35.7	52.2	31.2	35.3	45.8	51.9	48.0	50.4	43.6	60.7	45.3
3. Very true	10.7	8.7	12.5	8.8	4.2	7.4	32.0	16.5	20.5	3.6	14.5

[1]Percentages of cooperating public two-year colleges are shown in parentheses under each state or group of states. A population of 688 colleges was defined by the 1970 American Association of Junior Colleges roster.

[2]Percentages of total undergraduates in two-year colleges: Cal. 61.2; Fla. 52.0; Ill. 35.0; Mich. 34.2; N.Y. 30.5; Tex. 28.7; Wash. 48.6; Group A 20-30; Group B 10-20; Group C 10 or less. Total U.S.A. 29.0.

TABLE 24

Community College Organizational Change Study - 1970[1]

PRESENT ORGANIZATIONAL STRUCTURE
BY PACESETTER STATES AND OTHER STATE GROUPS[2]
(In percentages for each column)

PRESENT ORGANIZATIONAL STRUCTURE	Pacesetter States							Other State Groups			
	CAL (96%)	FLA (88%)	ILL (84%)	MICH (96%)	N.Y. (73%)	TEX (71%)	WASH (90%)	A (68%)	B (84%)	C (67%)	TOTAL (79%)
Facilitates Setting Priorities Which Adequately Serve Students											
0. Not at all true	7.2	8.7	12.5	8.8	0.0	3.7	4.0	5.0	1.7	0.0	4.6
1. Somewhat true	34.9	30.4	31.2	32.4	45.8	44.4	16.0	29.3	28.2	28.6	31.1
2. Generally true	53.0	52.2	43.7	50.0	45.8	51.9	52.0	53.6	55.6	67.9	53.6
3. Very true	4.8	8.7	12.5	8.8	8.3	0.0	28.0	12.1	14.5	3.6	10.6

[1] Percentages of cooperating public two-year colleges are shown in parentheses under each state or group of states. A population of 688 colleges was defined by the 1970 American Association of Junior Colleges roster.

[2] Percentages of total undergraduates in two-year colleges: Cal. 61.2; Fla. 52.0; Ill. 35.0; Mich. 34.2; N.Y. 30.5; Tex. 28.7; Wash. 48.6; Group A 20-30; Group B 10-20; Group C 10 or less. Total U.S.A. 29.0.

TABLE 25

Community College Organizational Change Study - 1970[1]

PRESENT ORGANIZATIONAL STRUCTURE
BY PACESETTER STATES AND OTHER STATE GROUPS[2]
(In percentages for each column)

PRESENT ORGANIZATIONAL STRUCTURE	Pacesetter States							Other State Groups			
	CAL (96%)	FLA (88%)	ILL (84%)	MICH (96%)	N.Y. (73%)	TEX (71%)	WASH (90%)	A (68%)	B (84%)	C (67%)	TOTAL (79%)
Encourages Programs Which Meet Needs of Students											
0. Not at all true	3.6	8.7	12.5	2.9	0.0	3.7	4.0	2.1	3.4	0.0	3.3
1. Somewhat true	22.9	17.4	25.0	35.3	33.3	29.6	12.0	25.7	27.1	20.7	25.4
2. Generally true	63.9	43.5	43.7	41.2	50.0	59.3	52.0	47.9	45.8	65.5	51.1
3. Very true	9.6	30.4	18.7	20.6	16.7	7.4	32.0	24.3	23.7	13.8	20.2

[1] Percentages of cooperating public two-year colleges are shown in parentheses under each state or group of states. A population of 688 colleges was defined by the 1970 American Association of Junior Colleges roster.

[2] Percentages of total undergraduates in two-year colleges: Cal. 61.2; Fla. 52.0; Ill. 35.0; Mich. 34.2; N.Y. 30.5; Tex. 28.7; Wash. 48.6; Group A 20-30; Group B 10-20; Group C 10 or less. Total U.S.A. 29.0.

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